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OBSERVATIONS  
ON THE WORKING OF THE  
GOVERNMENT SCHEME OF EDUCATION,

AND ON  
SCHOOL INSPECTION,

SUGGESTING  
A MODE OF PROVIDING AN EFFICIENT AND MORE EXTENDED INSPECTION  
FOR THOSE SCHOOLS IN CONNEXION WITH THE CHURCH,

WITHOUT EXPENSE TO THE COUNTRY:

WITH OTHER  
GENERAL REMARKS ON ELEMENTARY EDUCATION.

BY THE  
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## OBSERVATIONS.

HAVING watched the progress of National Education for some years with considerable attention, and endeavoured to promote it among the labouring and middle classes of society, I hope the following observations, the result of much thought on the subject, and of increased experience, may not at the present time be entirely devoid of interest: the intention of them is, to suggest useful hints, having a practical bearing on the cause they are intended to promote, and to endeavour to fix the public mind on plans likely to lead to good results, rather than to speculate and theorise on difficulties which may never occur. Such speculations tend to keep the present generation in ignorance, without being at all sure of benefiting the next.

The subject of education has since the year 1833 more particularly attracted public attention; and the first practical step taken on the part of the House of Commons for the promotion of it in Great Britain, was in that year, during the government of Lord Grey, when a sum of £20,000 was voted, and continued by an annual vote up to 1839. This sum, administered by the Lords of the Treasury, through the National and the British and Foreign Societies, was given in aid of private efforts, without in any way demanding a right of inspection, where assistance had been given; it was productive of much good in promoting school building, but calling for no inspection, was little noticed by the public.

In the year 1839 the annual grant was increased to £30,000, in 1844 to £40,000, in 1845 to £75,000, and at present is £120,000.

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In 1839, when the grant was increased, the administration of the funds was transferred from the Lords of the Treasury to a Committee of Council on Education, with a secretary, inspectors, &c., with a view to establishing some definite plan, and from time to time regulating and administering the different parliamentary grants, in a way likely to be satisfactory to the country, and for the best interests of elementary education among the poor.

The first measures taken after this were to grant £5000 a year to each of the great educational societies, for the purpose of establishing and carrying on normal schools for the instruction of teachers: and to make Inspection a necessary condition in all schools where pecuniary assistance was accepted.

The proposed system of inspection, and mode of appointing the inspectors, gave rise at the time to considerable opposition, which has, however, happily subsided, and the feeling at present is, both with clergy and laity, for more inspection and more inspectors. The present staff appointed to examine the schools connected with the National Society and also with the Church, and I believe even that appointed for other schools, is not nearly equal to the work which is required to be done; and it is a general opinion that some plan ought to be devised, by which, a system of inspection of a far more extensive kind, as to the number of schools visited, may be effectually carried out. I do not mean that all, clergy and laity, are calling out for more inspection under the Council; that, I think, would be contrary to fact, but all are calling out for more of some kind or other,—a convincing proof that inspection is, at all events, a thing found by experience to be absolutely necessary.

The system under the Committee of Council, and as administered by them, seems at present to be this,—that all schools in connexion with the Church, and perhaps all that wish it, are to be inspected by clerical inspectors appointed by the Lord President of the Council, but sanctioned by the Archbishop of the particular province in which they act; schools connected with the British and Foreign Society, and such as are conducted on their plan, to be inspected on principles which have been acquiesced in, and, so far as I know, approved, by the



generality of those who take an interest in them. The inspection of Wesleyan schools is provided for on a similar plan to that of the schools of the British and Foreign Society.

No prudent man who has paid attention to the subject of education, and watched the difficulties and objections of various kinds which have arisen at every new step that has been taken in parliament since the year 1833, no matter by whom proposed, can, I think, doubt the wisdom of acquiescing in the present plan, founded on the Minutes of Council on Education since August, 1846, inasmuch as it is the only plan the present generation is likely to have an opportunity of trying; and, moreover, it is in itself a comprehensive system, which, if taken up and worked in a proper spirit, by those who take a lead in the education of the country, is likely to be attended with the happiest results.

The objects embraced, and which are now being carried out under the different Minutes of Council, since August, 1846, are—

Grants for building schools and masters' houses in aid of local and voluntary efforts.

Assistance in building and carrying on normal schools for the training and instruction of teachers.

Augmentation of salary to schoolmasters and schoolmistresses, who have obtained certificates of merit, according to the class of certificate, varying in amount from £10 to £30 per annum for the masters, and from £10 to £20 per annum for the mistresses.

Gratuities to schoolmasters or schoolmistresses for the instruction of pupil-teachers; £5 per annum for the first, £4 for the next, and £3 for every additional one.

Stipends to pupil-teachers, from £10 in the first year to £20 in the last, the period of apprenticeship being five years.

Payments to monitors, in such schools as want assistance in teaching, but where the teachers are not competent to instruct pupil-teachers to the extent required, one half that of pupil-teachers.

Grants for the purchase of books, maps, and apparatus.

These seem to be the main objects to which the parliamentary grant is devoted, and the way in which the Minutes propose to carry them out, and guard the public against abuse, is—

By inspection of schools, at least once a year, both elementary and training-schools.

Examination of apprenticed pupil-teachers, and of paid monitors, before the stipend is paid, and at the end of each year of apprenticeship. At the same time, examination of the master or mistress, if not certificated, as to fitness for instructing the apprentices in the following year.

Examination of a school, before a certificated master or mistress can receive their augmentation of salary, and passing of the pupil-teachers before the gratuity for instruction is paid.

These regulations appear to be well devised, in order to secure the best results where assistance has been given, and they show how important the office of inspector is.

The following remarks and opinions relate to the working of this plan, and show how far it is producing and is likely to lead to a good and sound educational system, if fairly treated; they show the present defects of the arrangements for inspection, and the necessity of increasing the number of inspectors to an extent fairly adequate to the work required. A plan also is suggested by which this may be effected, so far as relates to schools connected with the Church, and willing to put themselves under inspectors who are clergymen, without any additional burthen to the public, and which plan would eventually relieve the Council from any expense attending the inspection of this class of schools.

Other observations follow, on the obstacles which those who attempt to do anything effective in the way of promoting education meet with, and to which very well-meaning people are apt to add, without at all knowing the real difficulties which exist. To build schools is an easy thing—to instruct the children is a very different matter.

On those subjects which have unfortunately excited so much discussion between the Committee of Council and the National



Society I have said little, thinking it better to speak of what is practically useful, rather than of difficulties which have been much increased, and been made to appear greater than they really are, by an unfortunate suspicion that the Secretary of Council (notwithstanding all that he has done for education), and even the Committee of Council itself, have been acting in a spirit of unfairness towards the Church.

The following extract from a pamphlet lately published by the Rev. G. A. Denison, Chaplain to the Bishop of Bath and Wells, asserts this in terms which cannot be misunderstood, and although I give it as evidence of such suspicion, I am far from thinking that it is shared in by any great number either of the clergy or the laity.

“It is now by no means an uncommon belief among churchmen, that it has been part of the policy of the Committee of Council to provoke all this struggle about the management clauses with this especial view—that under cover of that struggle they may the more easily attain their greater object of securing, *by means of the annual grants*, that hold over church schools which may enable them by degrees to mould these schools into a shape fitted for the purposes of the ‘comprehensive system’—that the management clauses, in a word, have been *a feint* to divert attention from the real assault. However this may be, undoubtedly, the course of the Committee of Council has been such as to justify any amount of suspicion.”\*

The labours, however, of Mr. Kay Shuttleworth, in the cause of education, have been far beyond anything which the generality of the public are at all aware of: his efforts in the cause of pauper education, and his reports upon it in 1841—the way in which he, in connexion with Mr. Carleton Tuffnell, established and carried on for some years the training institution at Battersea, the first normal school for the training of schoolmasters established in this country, (an important fact)—the part which he had in framing the present scheme of education, most likely the result of his own investigation, and many years of labour, for although, no doubt, he would be greatly assisted by the Inspectors and by many of their Reports, yet this, and

\* Church Education, by the Rev. G. A. Denison.

the difficulty of first bringing it into operation, must have been a work of great labour,—all these would, I think, had they been better understood or known, have saved him from much of the opposition he has met with, and certainly they entitle him to more credit than he has got, either from the Church or from the Dissenters.

My personal knowledge of Mr. Shuttleworth is slight; but I cannot refrain from expressing my earnest belief of the great good he has done in the cause of popular education, and I have no doubt, as prejudice subsides, a much more favorable, because a much more just, opinion will be formed of his services.

On the subject of training institutions for schoolmasters and schoolmistresses there is no necessity to say much: these, in ample number and in a state of efficiency, must be maintained, and the truest economy will be found to be that which does not spare the means of making them really effective, wherever they are established. Those who speak of education without considering the means of carrying it out, are not aware of the vital importance of such institutions, and look only at the expense.

That such institutions, from their great importance, require to be regularly inspected and publicly reported upon, there can be no doubt. At present they are not adequate to the demand made upon them for masters, nor was it to be expected that they should be; but when the present race of pupil-teachers begins to resort to them, a very different result may be expected.

To the able inspection of the existing training-schools, by Archdeacon Allen, in the commencement, and for the last four or five years by the Rev. Henry Moseley, assisted by others of the inspectors, the public owe much. Their Reports have been of most essential service, in leading those who take an interest in education to a proper opinion of what ought to be the educational acquirements of such as aim at teaching and carrying out a system, having any pretensions whatever to being called effective.

The published examination papers of these gentlemen have done good, not only by directing the attention of schoolmasters to the class of subjects looked upon as most important, but



by leading them to study the subjects, with a view to realizing what they know, producing it when called for on examination, and making them better able to bring it to bear upon their teaching.

I would particularly allude to the papers of Mr. Moseley, on the subjects of Physical and Practical Science, and on Mathematics,\* as having had a most beneficial tendency towards making the masters more exact in their knowledge, giving them something of the principles of inductive reasoning, and turning their attention to a class of subjects they had hitherto never thought of, and to reasoning processes† in the ordinary transactions of human life.

The annual examination of school-teachers for the purpose of granting certificates of merit has set a vast number of teachers to study, and stirred them up to improve their schools. Many have, no doubt, been disappointed; but the examination has done great good, even to those who have failed, many of whom will persevere, and show themselves on a future occasion worthy of success.

To the standard of acquirements, as indicated by the printed papers, and the kind of written examination the candidates are expected to pass, no one can fairly object. It may be a matter worthy of consideration whether it would not be better to give the candidates the choice of a few out of many things to be examined on, and insist upon sound and extensive attainments in some, rather than a less perfect knowledge of many.

There is, however, against one part of the arrangements of Council an objection, viz. that the inspectors, or the Office, do not take sufficiently into consideration, and examine into the

\* "There is scarce a trade which does not afford some opportunity of applying to it the principles of geometry and mechanics, and which would not, therefore, gradually exercise and improve the common people in those principles, the necessary introduction to the most sublime as well as the most useful sciences."—SMITH'S *Wealth of Nations*.

† "With an inaccurate reasoner the greatest accumulation of knowledge only serves to lead him the farther astray. He who knows how to build, but is short of materials, must build but a *small* house till he can collect more materials; but to one who knows not how to build, the greatest abundance of materials either lies useless in a heap, or is so put together as to fall down and crush the inhabitants."—ARCHBISHOP WHATELEY'S *Lectures on Political Economy*.

state of the schools of those candidates for certificates of merit, who are, at the time of offering themselves, employed as teachers ; but decide almost wholly on the written answers, and on that evidence of their skill in teaching which is afforded by a short lesson delivered in the presence of the inspector.

In most cases, unless the examination on paper is quite decisive, no conclusion ought to be come to until the school has been inspected ; and it may admit of doubt whether it would not be better to decline giving certificates of merit to students in training-schools until they have been teachers in schools at least for one year, although there are many whose acquirements are such, that there scarcely can be a doubt of their becoming efficient teachers. Many a student in a training-school may do better in a written examination than the working schoolmaster or schoolmistress, who has never been at a training-institution ; yet the latter, on examination of the school, might be found more deserving of a certificate, and on evidence practically better to be relied on ; and one schoolmaster may do better than another in an examination, although if their respective schools be taken into the account, he will be found less entitled to a certificate.

Those who have not attended to the detail in matters of education can scarcely conceive how ill informed all classes formerly were, both as to what was wanted in a schoolmaster and in a school ; they had no guide, nothing to inform them on this subject ; nothing fixed in their own minds of what either one or the other ought to be. The public, however, are now beginning gradually to see that what they wanted in this way is being supplied by the Inspectors and by their Reports, and are getting more definite notions into their heads on the subject ; they see better what the acquirements of the schoolmaster ought to be, and what the school ought to be, and how both may be brought to bear on their daily pursuits : they are beginning to form something of a standard of these things in their own minds, and to think that a school is not a school because it is called so. This is a step in advance, and not an unimportant one. The public wanted a sort of lifting-up principle of the schoolmaster and of educational things, which they are now getting hold of—or rather, perhaps, the principle is getting hold of the public. This principle is now at the



long end of the lever (it has long enough been at the short end), and will have less difficulty in raising the dead weight placed at the other.

The present arrangements of the Committee of Council regarding inspection necessarily confine it to the schools requiring to be visited for official purposes ; to schools wanting or having pupil-teachers, or having certificated masters ; all which implies that there are persons interested locally in these schools, who look after them, and are anxious for good results ; and these are, by comparison, the best class of elementary schools. Inspection for these is absolutely necessary, and could not be dispensed with ; but in this way it never reaches those places most wanting it—schools having indifferent masters, and in a low and inefficient state—friendless places, as it were, which require to be looked after ; and others, where those having influence and power take upon themselves to say, the people shall not be educated, because it does not suit with their humour that they should.

On this account, the Inspectors' Reports for the last two years must present rather too favorable a view of the state of education throughout the country ; but with regard to those schools which inspection does reach, the great benefits arising from it are shown in the introduction of more extended views, and a better knowledge among the teachers and managers of carrying them out, which have arisen from the inspectors' visits. All connected with the school are anxious to profit by them ; the children are interested ; an importance is given to education in the eyes of the parents ; and without in any way appearing or wishing to direct, (having no power to do so), an inspector is able to do much good by hints judiciously given, whether of an approving or of a disapproving kind ; and he is able also to suggest a variety of things which never would occur to those less experienced in such matters than himself. This stimulates all ; they think of it afterwards ; they talk of it ; and in most cases act upon it.

I know it appears to some, and under present circumstances it is perhaps unavoidable, that an inspector is unable to give much time to each individual school ; yet I have often been struck in instances coming under my own observation, at the correct conclusions he is able to form. He may, and some-

times does, form an incorrect opinion of individual children; from not having time to search out what they know; but an inspector of experience will, in ninety-nine cases out of a hundred, even from a short visit, form a correct opinion of the school. He may be wanted to stay longer to talk to the teachers, or give hints to the managers, but under the present state of things; and the little knowledge which he finds, he wants no more time for inspection of the school in order to form a correct opinion of it.

A short time ago, an instance of good, arising out of inspection, and in a way not altogether expected by those concerned in it, came under my own observation; the good consisted in giving the school a character among the parents, by which they were influenced to send their children.

The Rev. Henry Moseley, inspector of this district, but whose able and valuable services we are now losing in this county, on visiting a school in a neighbouring parish, was able to express a good opinion of it. It was his first visit; and the school, (a mixed one under a mistress), from the excellent and judicious management of the clergyman, and the efforts of an active schoolmistress, was in a state to give promise of future good; still the tradesmen, and those immediately above the labourer, did not send their daughters, as it was desirable they should, although manifesting an inclination to do so. The effect of Mr. Moseley's visit, and of a few words of commendation on the school judiciously spoken, and at the same time well deserved, was, that the number of children paying by the quarter increased from three or four to twelve in the course of a week or two. The inspector was not aware that anything he said was likely to tell in this way on the interests of the school, and it was only thought of afterwards upon the children being sent, so evidently in consequence of those remarks.

I have mentioned this to show the good which inspectors may do by calling the attention of tradespeople, and those classes immediately above the labourer, to our parish schools as places of education for their own children, and the only thing wanting in order to effect this, is a confidence that they will find in them that kind of education which they really want; a confidence which will of itself gradually rise up as our schools improve in character. There is no way in which the inspectors



have greater power of doing good to society than in this ; and I have always been disappointed in their Reports to find little or no attempt in that direction to unite the children of what may be called the lower links of society in the same school. It is to be feared that, in common with a large class of the community, they err in treating the labouring as a pauper class, and to be treated as such in all future time.

It may happen, and no doubt often does in the present state of things more particularly, that an inspector feels but little satisfied with what he sees and hears in a school ; he goes away, leaving, either by his silence or by what he says, the children disappointed, the master dissatisfied, and the managers annoyed. But such cases are exactly those in which he is most wanted ; and surely no one can find fault with him for saying a school is bad, when it really is so ; or be offended because he points out those defects, and suggests those improvements which it is the very object of his office he should do.

Inspection will do little good, if it is confined to mere statistical information ; all schools are ready enough to give that at a much less expense than is incurred at present ; but whenever the duties of an inspector oblige him to give an unfavorable opinion, if he does it judiciously, and in a straightforward way, good is sure to arise from it ; and the parties themselves will in the end do him justice, and feel very much obliged by his having promoted the best interests of their school.

The good arising from inspection is now, from the past experience of a few years, beginning to be most sensibly and extensively felt. Many who formerly looked upon it with distrust are now convinced they were wrong ; and it may fairly be said, that all who have considered the question of education, and how it is to be made effective, look upon this as an essential point.

In many respects the arrangements made at the Council Office for carrying out the necessary inspection of schools requiring it for official purposes, are very defective, and of a most inconvenient kind, causing great loss of time to the inspector, and great unnecessary expense in travelling. Such schools being few, very few in comparison with the whole requiring inspection, and in general distant from each other, an inspector is seldom able to visit those in the same neighbourhood at the same time.

It often happens that he is in one part of his district one day, and at the very opposite the next, having to take places the most distant in a very inconvenient way. His arrangements never seem to have been made with reference to the relative position of schools, but to other considerations; and when he might take a second school on the same day, he is unable to do so on account of distance, when perhaps the school in the very next parish would be glad to have his advice, but cannot get it.

It is also a very great fault, arising out of this mode of conducting inspection, that it gives it a vagrant and desultory character, makes it appear deficient in method, and is unsatisfactory to the inspector himself; who must feel that much of the time spent in travelling might, under better arrangements, be spent in the schools. It also loses in general effect, and the efforts of an inspector do not produce that amount of school good which they would do, if brought to bear on a district in a more concentrated form.

Nothing would give the Council Office a better idea of the wandering and zigzag nature of an inspector's movements, and the number of schools he must repeatedly pass and repass during the year, wanting inspection but unable to get it, than by having laid down on the map of his district, all existing schools which ought to be visited, the schools he has to visit, and the lines of his travels for one year; reminding one of Vancouver's and Cook's wanderings in the Atlantic and Pacific, laid down on maps of the two hemispheres, from Cape Verde to New Zealand, from New Zealand to the Marquesas,—cruising about in those seas in search of an island, as an inspector does in his district in search of a school. Such a map would be very instructive, and give a sort of proof to the eye of much time lost, much money spent that might have been saved, and of no little vexation to schools hearing of an inspector passing and repassing, when they wanted him, but could not get him. The study of such a map on the part of the Council Office, under which these arrangements come, would, no doubt, lead to a revision of them.

But the Office is not altogether to blame in these matters; they are almost inseparable from a new state of things. It is quite clear that the difficulties, in a great measure, have arisen



from examining pupil-teachers and candidates separately in their respective schools, and from wishing to do this as near the expiration of each year of apprenticeship as possible.

To examine them within five or six weeks of that time is very desirable, and almost necessary, on account of the payments, which depend upon it, and for which the parents and parties concerned cannot very well wait. But this difficulty might be got over, and the examination made even more effective, by taking them collectively,\* and bringing together all the pupil-teachers and candidates, masters and teachers, for examination of fitness in a district within a circle of eight or nine miles of one of the largest schools in it, to be examined together. One inspector would be able to examine as many in one day as such a country district would afford, and even to do it better than in the separate schools. This should be done before he visits the schools, and the papers should be looked over, so that he might in doubtful cases examine again on the occasion of his visit, and satisfy himself.

When this has been done, the Office is then able to pay both the pupil-teacher and the gratuity to master or mistress. The inspector might visit the schools as most convenient to himself; the cases requiring inspection before augmentation of salary is paid, not being so pressing as the other; nor indeed so numerous.

There would also be another advantage in making these examinations collective: it would give great additional time to the inspector on his visit to the schools, a great part of which is now necessarily taken up in examining pupil-teachers, and seeing that all the office forms are complied with. These seem to leave very little to the discretion of an inspector, and are very numerous; whether more so than is necessary may admit of a question.

There is, however, one difficulty attending the proposed arrangement, which arises from the difference in the dates of the several apprenticeships; but this might be obviated in future, by making all those of the same district commence as nearly as possible in the same quarter, or within a few months of each other.

\* I have understood the Committee of Council is likely to do this, and that it will form part of the arrangements for next year.

Were the number of inspectors equal to the work, perhaps the present plan might be liked best, as giving least trouble to the schools; but would not, under any circumstances and as a general rule, this bringing them together do good, excite a proper emulation among them, and tend to better results? The number of schools having pupil-teachers, will in a few years make the separate system almost an impracticable one. But these are faults merely in the mode of carrying out inspection, and easily rectified. The good which has resulted, and is likely to result, from the present educational plans of the Council, is in nothing more visible than in the effects of inspection. It has given a much more practical and a much more promising aspect to the education of the country than it had before; and from the gentlemanly and unobtrusive way in which it has been carried out, the only complaint now generally heard is, that there is not enough of it. This deficiency is only to be rectified by increasing the number of inspectors. Under improved arrangements and an increase of numbers, the travelling expenses would not be increased in anything like the same ratio; and when all the schools in the neighbourhood are brought under inspection, the quantity of work an inspector could get through will be much greater than at present.

The system of Pupil-teachers and Monitors has always appeared to me a happily-devised part of the scheme, likely to effect the object it had in view, and, so far as experience goes, it seems fully to have answered all that could be expected from it. Although the scale of payment may not be such as to tempt the children of those who can earn high wages in our manufacturing towns, yet the situation of pupil-teacher is, on that account, the more likely to be looked after by those who, from turn of mind, and general good disposition, are best fitted for it. In the agricultural districts it is fully equal to everything which can be wanted, and for buying all necessary books for their instruction; and when the pupil-teachers can lodge with the parents a considerable saving may be made, particularly in the later years of apprenticeship. Parents should not desire to make a profit by their children boarding with them, but rather to make some sacrifice, and encourage them to lay by something yearly in the savings' banks for a sort of outfit at the end of their apprenticeship.



With the pupil-teachers in the school here, this has been done at the end of each year, and in a most satisfactory way to all parties ; it lays a foundation for future good and economical management, which it is important to encourage.

The good effects of the pupil-teacher system are seen when it is well carried out, more particularly in the improved state of the younger classes in our schools,—in the better teaching which they get, and in the better order in which they are kept. This is a most important point, as a very great proportion of the children of the labourer leave school about ten, or between ten and eleven, before they get into the upper part of it ; and it is perfectly impossible that one person can give that attention to all the classes, even in a school of forty or fifty children, which is required in order to make it effective. It must be recollected, that to teach a class that cannot read without spelling, requires much time and attention, particularly in the rank of life to which the children belong, who learn little or nothing at home.

This early training promises a future supply of well-qualified teachers ; they are selected from those, whose general character and turn of mind bespeak fitness for the occupation, and are not chosen at hazard by an inspector, who could know nothing of them in this respect, but are only offered to him as candidates by those who probably have known them from infancy, and are well acquainted with all belonging to them, having also an interest in the welfare of the school. Many of those in the best schools, who were about 15 when apprenticed, will, at the expiration of their apprenticeship, be well-qualified teachers, even without further training and instruction ; and there will be a demand for them as soon as they are ready,—in fact, there is that demand now : others will want further training. From my own experience I have formed an opinion, that it is desirable, candidates should be 14 at least before they are apprenticed, and that the qualification of fitness should be equal to that of the second year ; this qualification, at all events, might be required after a school has had a first supply.

Now that the character and occupation of school-teachers are becoming more elevated, and also that they are better paid, it will be found that parents who are able to do so, will be anxious to send their children to school, to the ages of 15 or 16,

on the prospect of such employment—many of those in a class above the labourer will do so without that prospect, and among such will be many anxious for the office of schoolmaster and schoolmistress; and possibly four or even three years' apprenticeship, taking them at those ages, and as they would be then prepared, would even be better than five as it now stands. There would also be a better-grounded confidence in their choice of the occupation, when they had been looking forward to it in this way, and on their own responsibility, with the additional advantage of being a year or two older when the apprenticeship expired; it is also better, as not obliging them to go out quite so early in life: this might be the course in the best schools.

It has been said, that at the end of their apprenticeship, they will be young and inexperienced,—in that kind of experience which age and tossing about in the world only can give: this may be the case; but in all that regards the occupation by which they have to gain their bread, they will have had great experience. From their previous character and conduct during apprenticeship (for recollect, they are only continued from year to year, on condition of properly fulfilling their duties), we may expect to find the same average amount of success which attends other occupations in life; and that, at the ages of 20 and 21, they will be well able to fill the situations intended for them.

That some of them may leave their occupations after a few years' service, is, I think, very probable,—but what if they do? The schools in which they have been apprenticed, and society through those schools, will have reaped the advantage of their teaching to an extent, in most cases at all events, equal to what they may have cost; and the country will gain much, by the higher and better moral tone which their example will have a tendency to introduce among the labouring classes.

Of the girls, more particularly, numbers may not continue long as teachers,—may very probably marry those engaged in other occupations; but when this is the case, the chance is, in doing so, they would be guided by greater prudence than characterises their own class in this matter, and would not marry so early, or without a reasonable prospect of future comfort and respectability. When this happens, the good example they



would be likely to set to those around them, would be scarcely less important to society than their services as mistresses of schools. In the present state of things this would be far from being an evil: it introduces an element of good where it is particularly wanted; and the effect of education, so far as it is to be shown in the next generation, depends more upon the girls' school than the boys'.

This part of the scheme has been objected to by some on political grounds, as creating a sort of patronage of innumerable small places in the hands of government. Now, nothing can be more erroneous and visionary than this; nor is it possible that the appointments—patronage if they chose to call it so—can fall even into the hands of inspectors. Any one looking into the working of the plan, must see that this entirely rests with the managers of schools. They recommend as candidates those best fitted; and all the motives by which they can be influenced in doing this, make it much more probable that they will select the best, rather than be guided by any other considerations in their choice. The inspector sees that the candidates are fit as to acquirements, sees that there are no disqualifying circumstances, and beyond this his power cannot go; and there is a very proper guarantee, at the end of each year, in an inspector's examination before payment of salary.

A prospect is also held out of providing for such of the boy pupil-teachers as do not, at the end of their apprenticeships, appear altogether well qualified for the office of schoolmasters, by appointing them to such offices as they are fit for in the smaller patronage of the Crown and of official men, in the departments of the public service.

This seems to me good in two ways—good as an encouragement to education, and good as providing for those among the pupil-teachers who are not altogether fitted for teaching, occupations for which they are from education much better fitted than those to whom they are generally given. This also has been objected to on political grounds, and as giving undue influence to the Government in matters of education; but surely this is a mistaken view of it. There is no increase of patronage—it is only filling up the very same places from the same class in life, by the very same official people, adopting a

sort of educational test, and taking those best qualified for what is wanted. There is also a considerable security for good moral character in those to whom these appointments are given—from their having been previously selected, and continued for years as pupil-teachers, and gone on conducting themselves to the satisfaction of those connected with the school, and of the inspectors who have yearly had to examine them: in fact, it is making the appointments on a high moral principle, rather than on a political one, as at present. It in some measure, places these appointments in the hands of school-managers, who first select the pupil-teachers; so that the jealousy on this account has been ill founded. Surely this principle would be a great improvement if even it could be carried further, and an educational test established for all patronage of that kind: the difficulties in the way of a minister might be great in attempting to carry it out, but they are becoming every day less.

Nor can this plan of the Committee of Council be called State-education, in the sense in which some have looked upon it. It does not force people, and say they shall educate their children, but it says they may; and endeavours, by assisting local efforts, to give them an opportunity of doing so. Neither is this an assistance, considering the present state of the labouring classes, which can be said to be taking more of responsibility from the parents than is necessary in the education of their children, and throwing it upon the State. School-managers say in most cases, and I should hope in all, that parents must make such reasonable payments and exertions to educate their own children, as society has a right to expect from them.

That the State helps, cannot be denied; but it is a help which at present cannot be dispensed with, and cannot *reasonably* give rise to those jealous fears of a political kind which have been directed against it.

The State in no way directs: it gives aid to training institutions, but it leaves the management and the teaching, and in fact everything, to the discretion of others—only seeing, by inspection, that they do well what they profess to do. It neither appoints the masters, nor discharges them; it does not say what books are to be introduced into a school, or what not; or what taught, or what not taught. The whole training



of the mind, and all that belongs to it, is left with local management. It seeks to encourage by offering reasonable assistance in building, securing good elementary books and apparatus, good teaching—leaving the rest to be carried out by the local management of those, whose interest it is that the school should succeed, and on whose views and exertions it mainly depends whether it does so or not; watching only to prevent any misapplication of assistance given; seeking only, in a suggestive way, to introduce those improvements in a school, which the greater experience of an inspector induces him to recommend, and which it is the interest of the school to adopt. Surely, there ought to be no room for jealousy here, and the feeling which has arisen must be the remains of a kind of jealous fear, which had its origin before the plan was attempted to be carried out, but which experience will show there was no cause for.

The pupil-teacher system I have always regarded with satisfaction—from its practical and useful bearing—not only from the improved teaching introduced into our schools, as experience is proving, and from the promising supply of future teachers, but from the higher moral tone arising from education which it will diffuse among the social ranks of life from which the pupils are taken. Looking at the numbers of this class who are rising up, generally speaking, of good education, of well-regulated minds, and of good Christian morals, and bearing in mind the various classes of life with which they are likely to be brought in contact, from relationship, from their occupations—in all which, by example, they are likely to do good,—we shall then see that these are all considerations which ought not to be lost sight of in forming an opinion upon it; and are such as lead one to hope the most beneficial results from it. In this part of the system, the inspector has an important duty in judging of the fitness of schools asking for apprentices, and in refusing those where it appears to him the country would have a bad bargain, and where it is not likely to get an adequate return.

In all schools connected with the education of the lower classes there seems, until lately, to have been far too little attention paid to the providing good sound books, maps, &c., and other apparatus of this kind. This had been decidedly the

case in the greater part of the schools connected with the National Society, and their defective state, and the meagre results which many of them have produced, is in some measure owing to this. It has been a matter of notoriety for some years (with many a matter of wonder that it had not been sooner remedied), that the educational books published by the Christian Knowledge Society were most defective; that there was nothing approaching to a good series of secular reading books on their list; and that to this, as one of the principal causes, must be attributed the fact that our schools have hitherto been so defective in books, and so far from producing that good which was expected from them. Not only were the educational books of the Christian Knowledge Society so indifferent that a school confining itself to them could not realize much, but schools connected with the National Society were most of them unwilling, for one reason or other, to apply for books to any other source.

To this charge, on the subject of books,\* the Christian Knowledge Society begins now to think itself liable (it was a sad mistake not to think so earlier), and is endeavouring to make amends for the past; but whether it does so or not is now of comparatively little importance, as the want is being supplied from other sources, and the subject is engaging general attention. For a number of years the secular books published by the Irish Board and those used in the British and Foreign schools have been in existence; the former of these are now getting widely circulated in our schools: the latter form an extremely good set of books, but on account of their price; and perhaps also from prejudice, they have not been so widely circulated as they deserve to be.

There has also been great improvement, within the last two or three years, in the books of the Christian Knowledge Society, and more particularly in the maps it has issued; but generally, in the matter of schoolbooks, the Society does not seem to have understood what was wanted.

\* When the school here was opened seven years ago, I wished to introduce the best books I could get, both scriptural and secular, and examined those published by the Christian Knowledge Society with a view to adopting them, but found the secular reading books so far inferior to those published by other societies connected with elementary education that I felt myself obliged to adopt others.



It has been said, by a most learned prelate of our day, distinguished by his services in the cause of education, and whose efforts in it are far beyond any praise of mine, "It is not enough to teach the people to read, and then merely to put the Bible into their hands: books should be written expressly for their use (and how can men of education be more laudably occupied?), not merely of grave instruction, but also such as may form in them a taste that shall tend to withdraw them, in their hours of recreation also, from all that is gross and corrupting."

The arrangements of the Committee of Council with respect to books enable schools, under certain restrictions, to supply themselves with those on their list, which contains all those generally in use in schools, with others of a more advanced kind, and applying to the instruction of pupil-teachers or masters; but in carrying this out, I think, a very erroneous principle is introduced, and one which it would be well to avoid.

Schools are enabled to obtain what is called a supply grant once in three years; for this the Council allow a further reduction of one third. These are for the use of the school, on condition that the children are allowed to take them home (this leads to infinite trouble and a bad state of books in a short time); and after having asked this grant, a school is allowed to purchase a limited number from the list at reduced prices (which average 43 per cent. below the retail price), once a year.

The absurdity of this Office-arrangement consists in their not allowing you to purchase books at all until you have first committed an act of pauperism, and asked a grant; you are then qualified to purchase, being literally compelled to put the country to expense, when you are anxious not to do so. This is so contrary to every principle of an economic kind, that one has difficulty to see any reason for introducing it. It is also forcing the schools to adopt the principle of making the books the property of the school, and lending them out, instead of encouraging the children to buy for themselves at the reduced prices, which I am persuaded a great majority of our schools would very soon have done. The reduction is very great, and it would be an immense boon to education to allow schools to apply twice a year, and purchase at the reduced prices, without any reference whatever to a grant. Surely it

would have been much wiser to have made the offer of selling at the reduced price the rule of the Office, and a grant of books the exception ; and to have put forward a good principle, which must sometimes yield to necessity, rather than lay down as the rule what ought to be the exceptional case.

The economy of it certainly appears to me defective ; it may have been done to limit, as far as possible, the schools applying—this is a publisher's reason—but perhaps it is done in ignorance, thinking that no class of schools with which the Council have to do could possibly buy them, which is a sad mistake—leads in a wrong direction, when it might have pointed in a right one.

It must, however, be allowed that, even under the present crippling conditions, this part of the Office-arrangements has done a great deal of good, although, in my opinion, it would in the end have done much more good, if it had adopted the principle of selling as a rule, and made a grant in aid the exception ; and that it would be well, even now, by degrees, to adopt a different course.

Having published some remarks, in the last edition of ' Suggestive Hints on Secular Instruction,' on the subject of books, and the importance of introducing into a school the principle of children buying them, I will not repeat them here ; but this ought to be borne in mind, that in order to give a wholesome direction to the education of the masses of a country, it ought to be done upon principles as little pauperizing as possible.

Upon the grant in connexion with the education of children in workhouses, of £30,000 a year, knowing little about it, I do not venture any remarks.

There is a class of schools of an entirely charitable character, which, being solely at the cost of benevolent individuals, it would scarcely seem reasonable to mention ; I venture, however, upon doing so, because in general they are not likely to come under inspection, and those who support them do not always look into the matter themselves ; another reason is to suggest some amendment in them. In these schools education is a matter of pure charity—is felt to be so by those who receive it, and intended as such by those who give it, and who would perhaps be disinclined to do it in any other way ; but in many such schools, education is nominal rather than a reality—it



excites no active principle either in the children or in the parents ; and but very little gratitude either. There is no doubt great pleasure to a benevolent mind in doing good, and it certainly is painful on that account not altogether to approve of it. Yet I cannot help asking, whether it might not be wiser in such cases to throw some of the care and anxiety of educating their own children upon the parents ; they would value it the more, and it would come better home to their own feelings, than when they are allowed to suppose they have no responsibility in what ought, as far as possible, to fall on themselves. Where there is so much good intention, one is sorry to say anything which can check efforts of the kind ; but glad to suggest whatever has a tendency to improve them.

Before the present Minutes of Council came into operation, the inspection extended to a much greater number of schools than at present, and the wish for it was so general, that the number was greatly on the increase. Since the new regulations, great complaints of the want of inspection, more particularly on the part of the clergy, have arisen, and there is a very general wish in many dioceses for a system of unpaid inspection, carried out by the rural deans and others, reporting the result of such inspection to the respective bishops.

If this kind of inspection were likely to lead to good results, as it is to cost nothing, and to be entirely voluntary, no one could fairly object to it ; but the duties of inspection, if they are to be effective, are far too arduous, and require too much experience, to be done gratuitously. Such a system would also be greatly wanting in unity of purpose ; and as a substitute for that kind of inspection which it is to be hoped will rise up under the Committee of Council, it would be altogether inadequate.

In the present state of things, the importance\* of the office

\* " Without inspection it is in vain to hope that any system of instruction can be made or can permanently continue efficient. We beg not to be misunderstood : it is not so much for the purpose of correcting absolute malversation that we ask to enforce inspection, as for the purpose of stimulating improvement and a generous emulation. We believe that an overwhelming majority of the managers, directors, and teachers of these schools are earnestly disposed to execute their benevolent duties. But they do not always know how to set about the work. Let intelligent men be called upon to inspect and to report—let a well-managed school be held up

of inspector can scarcely be overrated. We see parents uneducated and having no particular feeling in favour of education, which can only be recommended to them by the good effects they see it has upon their children; society very imperfectly acquainted with its educational wants; schoolmasters wanting that assistance and direction which a well-qualified inspector only would be able to give them; schoolmasters and school-managers wanting to be instructed, and anxious to be so, as to the best means of carrying out the objects they have in view. All these requisites ought to be supplied by an inspector, in order that society may derive the benefits which the office is capable of rendering; but they are such as cannot be expected from an unpaid system of inspection, which would merely end in a meagre statistical account of each school, in answer to questions such as—How many attend the day school? How many the Sunday school? How many read? How many write? What are the books used? &c.

Diocesan inspection of this kind would also be greatly wanting in unity of purpose, and would lead to a sort of patch-work system, not at all in conformity with the wishes of the public. It would necessarily assume the complexion of the opinions of the bishop in each respective diocese. In one, daily attendance at church would be required; in another, it would be dispensed with. In one, the rule of the National Society as to the teaching the Catechism to all, and attendance at the Sunday school, would be enforced; in another diocese these rules might be relaxed; and one thing almost inseparable from such a system would be, that the inspectors would have little or no authority or weight: their Reports would not be made public, and would lead to jealousies and divisions among the clergy themselves.

That those high in authority in the Church should expect the working clergy gratuitously to carry out an effective system of inspection among themselves is unreasonable, and it is in some measure throwing the burthen upon those to whom it does not belong. It is something of the old story of Simon of Gloucester over again, who, when the people clamoured for a

to emulation—let its system of instruction be described—its rules and regulations made known—there will be found sufficient zeal and charity in this land to induce others to follow the same useful example.”—*Edinburgh Review*, 1839.



bishop, suggested the throwing out a canon in order to stop the cry ; so now when more overseeing work is wanted to be done, the working clergy are to find the means of doing it. Nevertheless, if it is intended by this movement to seek among the younger and more active clergy, men well qualified for such duties, and then afterwards to promote them for their useful labours and the good they have done to society, this is praiseworthy, and good might come of it.

The attention of the clergy, more particularly in the dioceses of Winchester and Oxford, seems to have been drawn to this kind of inspection by a pamphlet of the Rev. Sir Henry Thompson, Bart. ; I fear all that is contemplated in such a plan, and the most which could result from it, would be small scriptural schools in every parish, better, perhaps, than they have hitherto been, so long as the inspectors paid any attention to them, but in the end having little or no effect on the education of the country. It would necessarily settle down into a system of education for the poor, entirely of an eleemosynary kind, solely relying on the clergy for support, and would very shortly relapse into a state of things no better than that which exists at present. It is an attempt, and has a tendency no doubt, to detach the children of the poor, in the matter of education, totally from the class with whom they are immediately in connexion, and would make the sympathy less, and the gap between the employers and employed greater, than at present.

Such plans are well intended, and generally brought forward by men of the kindest and best feelings ; but after all they end in a sort of patting-the-children-on-the-head system—telling them to be good children, and then expecting them to be so. They entirely disregard the importance of making education bear upon their industrial occupations, and on this account are sure to fail. In the middle classes, we educate with a view to the way in which people are to earn a livelihood, and why this principle is not to be carried out in the education of the poor I cannot understand.

It is to be hoped, however, that ultimately the system of inspection under the Committee of Council may be equal to all the wants of this kind. Perhaps, in the mean time, it might be desirable to have some system of inspection of those schools not visited by the Inspectors of Council, in order to

supply the present wants. The only reason which one can conceive that the number of inspectors has not been already considerably increased, so as to be able to take in a much larger number of schools than they do, is the expense attending it. But the following suggestions might, if they can be carried out, lead to a system embracing all schools in connexion with the Church, without in any way calling for an increased demand upon the public purse, and would, in time, relieve it even of the expenses at present attending the inspection of this class of schools. It is principally with a view to calling attention to this that these remarks are published.

A most efficient system would, I think, eventually arise from it, if, by legislative enactment, one Canonry in every cathedral in England were attached to the office of Inspector of schools in the diocese, the nomination to such Canonry to rest with the Lord President of the Committee of Council on Education, to nominate as vacancies occurred from those who had been inspectors for a certain period, such nomination to be approved of by the archbishop of the province in which the particular cathedral was situated.

In this there can be nothing to alarm the Church, and there would be much to strengthen it; inasmuch as it would attach important duties of great interest to society, to that part of our Church system which can least bear investigation as to the services performed by it; and would have a tendency to restore our Deans and Chapters to one of the most important functions for which they were originally instituted—the promotion and superintendence of education in their respective dioceses.

Such a plan would, I think, be well received by a great majority of those who are termed the working clergy, and, for anything I know to the contrary, even by others. It would, in the end, give thirty inspectors, at no expense to the country—locally well situated, and well housed in the centre of their work—would give a dignity to the office of inspector which it well deserves, and would be a means of securing the services of a class of men in all respects qualified for the duties of it. The only objection I can see relates to their holding the office when, from age or infirmity, they may be unequal to its duties; but this would not be the case with many at the same time, and might be provided against.



The canon-inspectors should not be allowed to hold livings also, but should have the liberty of taking chapter livings in their turn, if they wished it; this to vacate the inspectorship and the canonry.

A canon-inspector would be able to take his cathedral duty, if that were necessary, and during the three months he was doing so, might prepare his reports and inspect some of the schools immediately in his neighbourhood: certainly the contrast between the canon-inspector and his more fortunate brother who had less to do, would be rather striking, and might make both uneasy; but there is no position in life without its drawback, and this is an imaginary one, although imaginary evils sometimes produce real ones. A precedent for thus setting apart a canonry in each cathedral would not be wanted, as in several cases stalls have been attached to the office of Arch-deacon, and at Durham to that of Professor, and in the Universities to the Headship of Colleges.

Some who might support the view of attaching a canonry to the office of inspector, may be inclined to wish the patronage of the appointment to rest with the bishops. There are many reasons why such a plan would not work well: I think there would be little probability of its establishing that effective system of education which the country looks forward to, and to which the scheme founded on the Minutes of Education, if well worked out, would ultimately lead. It would be better to rest upon inspection provided by the parliamentary grant.

The attention of the Church and of the public has lately been called to our cathedral chapters, and the duties attached to them, in a plan of Church reform, submitted to Lord John Russell by a deputation on the part of an influential body of clergy and laity, consisting of the Earl of Harrowby, Lord Ashley, Lord Robert Grosvenor, and Mr. Colquhoun, a statement of which has been published by Mr. Colquhoun.

A very important letter also, printed for private circulation, by the Right Hon. Sidney Herbert, member for a division of Wiltshire, addressed to the Dean of Salisbury, and containing proposals for the better application of cathedral institutions to their intended uses, is, as it ought to be, becoming widely known.

Mr. Colquhoun, in his second letter to Lord John Russell,

says: "The dissatisfaction caused by the anomalies that prevail in the Church is deep; it is widely spread among the clergy, it is shared by the laity, and it is felt the most by those who are the warmest friends of the Church. We trust, therefore, that another session will not pass without your lordship's addressing yourself to a practical remedy." And in a postscript to his letters, in the second edition, he says—

"Our suggestion is this—not that cathedral worship should be impaired—not that the funds for the fabric should be withdrawn—but that whereas canonries are now given to the incumbents of parishes *with large incomes*, they should be given to the incumbents of large parishes *with small incomes*; and that where cathedral dignities are assigned as rewards, they should reward merit and learning, in place of family and political interest;" and adds, "I really am at a loss to discover that this reform would impair or prejudice our cathedral establishments."

Mr. Herbert entertains different views as to the duties he would attach, and proposes that the dean and canons should hold no other benefices:

"That each canonry should have a special office, and duties attached to it; and that the dean should share in and overlook the whole; and among the offices proposed to be so attached, and to which I wish particularly to draw attention, are the diocesan inspectorship of schools, and superintendence of a training-school." He says—

"I would resuscitate the cathedral-school, by placing the training-schools, of which, either for schoolmasters or schoolmistresses, there is, or ought to be, one in every diocese, under the direct control of one of the canons, who should himself constantly examine and teach in it, as well as exercise a general supervision.

"Another canon should act as *diocesan inspector of schools*, and one of the two would likewise act as secretary to the Diocesan Board of Education."

The attaching a canonry to the office of inspector, and of resuscitating the cathedral-school as a training-school, is that part of Mr. Herbert's plan which would be least difficult to carry out, and, at the present moment, perhaps, the most important—certainly the most feasible—and it is that part which



would meet with the greatest support. It will, I hope, on that account receive his particular attention.

It might not be necessary to have a training-school in every diocese; but such schools need not be confined to the mere training of teachers; on the contrary, they might, and with advantage to the towns where they were situated, and with a view to pecuniary support, be open to others—a class of advanced pupils, such as would be found in every town. This seems to me a very important point.

At the present moment this suggestion of resuscitating the diocesan school as a training-school, placing it under a canon, and opening it to other pupils,\* becomes of vital importance, from the great difficulty there is in maintaining diocesan training-schools in a state of efficiency, from a want of funds.

They are, many of them, at present in a very languid and feeble state, relying mainly on the clergy for their maintenance, and cannot be carried on without greater public support. Should there be any considerable reduction in the annual tithe averages, money-payments of this kind, subscriptions from the parochial clergy, would be more seriously felt, and in the end dwindle down to nothing.

The suggestion of Mr. Herbert, of attaching one canonry to the office of inspector, and one to the head of a diocesan training-school, is a hint in the right direction for making the Church effective in the matter of education, and for placing it on a stable footing; such schools, both locally, in the cathedral towns in which they were situated, and generally, for the purposes of training those who are to be occupied in teaching others, might be among the most important institutions of this country: the subject will, it is to be hoped on that account, receive the consideration from the public, and from our public men, which its importance deserves.

I have quoted these passages to show that the question is before the public, as to whether other duties cannot, with advantage to society and to the Church, be attached to capitular bodies, besides those to which they at present confine themselves; thinking that it might be wise for the Church to strengthen that part of her system, and make it more de-

\* This, I have been told, is done at Chester.

fensible by making it more efficient than at present, I have not hesitated to give circulation to such views.

There has recently appeared a pamphlet, entitled, 'Proposals for the Establishment of a Church Education Fund, by the Rev. G. A. Denison, Chaplain to the Bishop of Bath and Wells;' and one ground for the proposal it advances is, "that the Church may be enabled to establish, without further loss of time, an efficient *and so far as is practical*, a uniform system of diocesan inspection, to enable churchmen to *meet and counteract the great and growing evils with which they are threatened under the operation of the Minutes of 1846.*" This is at once to declare war against the Committee of Council, and in terms not to be mistaken. If anything were wanted to prove how varying would be the character of diocesan inspection if left to the clergy themselves to arrange in each diocese, and how impossible it is that they should ever agree in effecting anything of the kind, no stronger proof could have been given than in this publication. It at once avows, on matters still pending as to the management clauses, "rather than that the claim should be surrendered, or even to the smallest extent compromised, that the National Society should cease to exist." That the views put forth in this pamphlet will create divisions in the Church is but too probable, both from its sentiments and from the energy and zeal with which they are put forth: what the result of such divisions may be, it would be difficult to foresee; but when the public, in ignorance, were supposing the late storm was in some measure abated, the calm only seems to have been the prelude to a greater one.

The party entertaining these extreme views is thought to be small in numbers but great in energy, and may raise a storm which will shake every educational institution connected with the Church.

The spirit evinced in this pamphlet makes one despair of ever seeing anything like unity of purpose among the clergy in matters of education, whether as regards inspection or anything else: there is so much in it of a character to rouse opposition, and it is struggling in a direction so contrary to the feelings of the age (this no doubt is despised), that one ought to feel thankful that a presiding body, like the Committee of Council, in matters of education, has been called into existence.



The plan of inspection suggested by the Rev. Sir Henry Thompson, is based on the following.

“That all schools connected with the Church should be periodically inspected, with the concurrence of the clergy and other managers, by inspectors appointed by the Bishop of each diocese.”

“That such inspection is not to be considered as interfering with, or in lieu of, the inspectors appointed by the Committee of Council on Education.”

On this Mr. Denison observes, in his pamphlet, “If this means that diocesan inspection is not to supersede the *act* of Government inspection, there is, I suppose, no fear of that. But if it means that diocesan inspection is not to seek to counteract and supersede the influence of Government inspection as it operates *now*, and as it must continue to operate under the Minutes of 1846, I beg leave to say that it is precisely because it is most to be desired that diocesan inspection should counteract and supersede the influence of Government inspection, that a great effort ought now to be made, to establish it as an efficient system; indeed, *if it is not to have this effect, it is not easy to see why it should be established at all.*”

How is it possible that any system of diocesan inspection of an effective kind, which has no authority to rest upon, and is only permissive, could be established, when we see opinions so diametrically opposed to each other as these, and maintained by those who are looked upon as representatives of different parties in the Church. It is quite clear that the schools calling for such inspection would separate themselves into two classes, to which the two plans before alluded to belong, according as the clergyman and other managers coincided in opinion with the one or the other: and each of these would, of course, have inspectors whose opinions were in accordance with their own. The schools under the inspection of the Committee of Council, would form a third division, which would most likely rest satisfied with the present inspection.

There are, in fact, in these plans, whether to be carried out as unpaid inspection, or paid by a fund raised by the Church,

so many elements of discord—so little of authority for the inspectors to fall back upon, were they inclined to do much, and so many rocks to split upon, that it has always appeared to me that if attempted they would, in a very short time, decidedly fail, and would be quoted against the Church as proofs of want of success in educational plans, which it had attempted to carry out. Surely, unless the probabilities in favour of success were much greater than those of failure, and the prospect of union among the clergy greater than it appears to be, it would be unwise to call into existence any system of inspection which would give rise to such jarring feelings in the Church as it seems but too probable would be the case on either of the proposed plans. Would it not be wiser to co-operate with the Committee of Council in the adoption of some plan by which the Council inspectors might gradually be increased in number, so as to be sufficient for all that is wanted?

Mr. Denison seems to have formed an opinion, that from the various ways in which he conceives Government inspection to act prejudicially on Church education, this demand for Diocesan inspection has arisen. I cannot but think, that in this he has mistaken the motives which have given rise to it. The wish has, I think, generally arisen from the Committee of Council absolutely being unable to extend their inspection beyond those schools requiring it for official purposes, and had it been able to do so, nine tenths of those connected with the management of National Schools would, in my opinion, have been perfectly satisfied. One often hears the clergy speak of the want of inspection, but scarcely ever on the ground on which it is advocated by Mr. Denison.

Another great objection, he conceives, is this, "that the Government system compels the inspectors to devote by far the larger portion of their time, and of their energies, to an inquiry into what is commonly called secular knowledge" (a kind of knowledge he seems to have little respect for) "as apart from religion;" and adds, "anything more prejudicial to the true character of a Church school, it would doubtless be difficult to conceive."

As the inspectors of the Committee of Council inquire into both the Scriptural and Secular Knowledge in the schools they

visit, one scarcely knows what is meant by "inquiring into secular knowledge apart from religion." I would venture to say, that in the greater number of schools inspected by them, as much time is taken up in the scriptural part of the examination, as in the secular, if not more; and for this reason among others, that in very many of the schools there is little or no secular knowledge to inquire into; and the consequence is, that the examination is necessarily confined to such scriptural instruction as they may have had; moreover, if secular knowledge were not looked after by the inspectors, many of those having the management of schools would introduce none at all, but would very quietly leave things to go on as they have hitherto done; the schools would remain much what they have been, and the country would get but a very bad bargain in return for the money expended upon them.

It has never appeared to me, nor have I ever heard the clergy complain that the inspectors were by their instructions so fettered as not to have time for examination into the scriptural instruction; and more than this, the Committee of Council wish for the clergyman's assistance in this, and the inspector is directed to ask for it; so that in case of any neglect here the clergyman himself must be content to share the blame.

One cannot but think this view of it has arisen from some particular case coming under Mr. Denison's own observation, and that the opinion is one founded on too slight grounds to have much weight; certainly I have never heard it brought forward as an objection by the clergy, and I trust I have sufficient knowledge of our National Schools to justify me in saying, that whatever may be the instructions to the inspectors, the examination into secular knowledge in the present state of most of our schools, cannot occupy much of their time, and that there can be no excuse on this account for not inquiring into the scriptural.

Mr. Denison, in speaking of the progress of the present scheme of education, says, "that less than three years have already done more than could have been thought possible: three years more at the same rate of progress, and it may, perhaps, not be very easy to find a school in connexion with the Committee of Council, which shall be based and conducted



upon the principle of *a close and strict adherence to the dogmatic teaching, and the apostolic discipline of the Church of England.*"

Now that schools confining themselves in a great measure to this kind of teaching, and regulated in that exclusive spirit which is here implied, will not be numerous, is most probable, but this will not be owing to the regulations of the Committee of Council, or to its influence over the schools through the advantages offered by the Minutes of Council; but from this, that few, who take any interest in education, and in the management of schools, wish them to be of this character. Parents wish their children to have a religious education, but they also wish to have them taught useful knowledge of a secular kind, and when this is not taught, the school only does half its work, and that half, not so well as when secular knowledge is properly attended to.\* As a proof of this I give the following extract from the Report of Archdeacon Allen to the Committee of Council for the year 1845: "I have reason for believing that, throughout England, those National Schools in which secular reading-books are most used will be found as

\* The following common sense observations from the letters of one of the bravest of our old English admirals are well worth reflecting upon. Having read them with pleasure some time ago, in the *Memoirs of Lord Collingwood*, contained in a letter to his daughters, and written from the Mediterranean in 1809, I am induced to quote them.

They show that one may sometimes catch a glimmering of light where one least expects to find it. There is also something very pleasing in finding this brave man, amidst all the elements of war and engaged as he was, turning his thoughts to home and to the education of his children: it softens down the rougher parts of man's nature, and speaks forcibly to his humanity, to read such sentiments written under such circumstances; it was quite refreshing and gladdening to me to read them, and I hope it may be so to others.

"Education may be divided into three parts, all of great importance to happiness, but in different degrees. The first part is the cultivation of the mind, that they may have a knowledge of right and wrong, and acquire a habit of doing acts of virtue and honour. By reading history, you will perceive the high estimation in which the memories of good and virtuous people are held; the contempt and disgust which are affixed to the base, whatever may have been their rank in life.

"The second part of education is to acquire a competent knowledge *how to manage your affairs, whatever they may happen to be, to know how to direct the economy of your house*, and to keep exact accounts of everything which concerns you: whosoever cannot do this must be dependent on somebody else, and those who are dependent on another cannot be perfectly at ease. I hope you are both [his two daughters] very skilful in arithmetic; which, independently of its great use to everybody in life,

a class to be also the schools which, on the highest grounds, one would visit with most pleasure. The right use of good secular reading-books appears to contribute to the more reverent use, as well as to the better understanding, of the Bible."

To counteract what Mr. Denison conceives to be the evil influences of the Government scheme, he proposes diocesan inspection, which will, as he thinks, meet the danger, but only on the conditions that the Church supply the means of paying diocesan inspectors liberally, and also the means of offering to Church schools, through the diocesan inspectors, the same advantages that are offered by the Committee of Council through the Government inspectors; the funds for these purposes to be raised by subscription among the members of the Church.

That a system of inspection established on these conditions, and so little in accordance with the views of the generality of either clergy or laity, should ever struggle into life, is a thing one can scarcely conceive; or if it did, that it should have anything more than an existence of a most ephemeral kind. That it can in any way offer an effective resistance to the plans

is one of the most curious and entertaining sciences that can be conceived. The characters, which are the 1, 2, 3, are of Arabic origin; and that by the help of these, by adding them, by subtracting or dividing them, we should come at last to results so far beyond the comprehension of the human mind without them, is so wonderful, that I am persuaded, that if they were of no great use, they would be exercised for mere entertainment.

"The third part is, perhaps, not less in value than the others: it is how to practise those manners and that address which will recommend you to the respect of others.

"There are many hours in every person's life which are not spent in anything important, but it is necessary they should not be passed idly.

"God Almighty has impressed in every breast a certain knowledge of right and wrong, which we call conscience. No person ever did a kind, a benevolent, a humane, or charitable action, without feeling a consciousness that it was good: it creates a pleasure in the mind that nothing else can produce; and this pleasure is the greater, from the act that causes it being veiled from the eye of the world. It is the delight such as angels feel, when they wipe away the tear from affliction, or warm the heart with joy. On the other hand, no person ever said or did an ill-natured or unkind or mischievous thing, who did not on the very instant feel he had done wrong. This kind of feeling is a natural monitor, and never will deceive, if due regard be paid to it; and one good rule, which you should bear in mind, and act up to as much as possible, is never to say anything which you may wish unsaid, or to do what you may afterwards wish undone."

of the Committee of Council, one cannot imagine within the limits of possibility; and the only result from it would be, division among those who ought to be united on a subject of great national interest. One can scarcely conceive its having any other result than that of forming a party holding extreme views in matters of education,—something of the Church Education Society and the National Board in Ireland repeated.

That so many of the clergy wish to limit instruction to the labouring classes in such a way as to make it little better than what they have hitherto had, is much to be regretted; and many of them, it is to be feared, prefer the old, uneducated class of schoolmasters to those contemplated by the Minutes of Council. Archdeacon Wigram, in the notes to a Charge delivered to the Clergy of the Archdeaconry of Winchester, and lately published, observes on the proceedings of the Committee of Council:

“It seems to me impossible to read the Minutes with the Reports of 1847-48, and not conclude that intellectual development is their end and aim, and that everything is looked for from this source. Religion is not made the foundation, but the superstructure.

“We are actually told, though in the way of extract, that ‘*the end* of all education ought to be, to prepare them (the scholars) for those duties and those situations in life they are called to fulfil, whether as hewers of wood or drawers of water.’” (vol. i, p. 27.)

And again: “It is a fact that *religious studies*, though justly claiming this pre-eminence, are so far from being injured by the contact of other branches of knowledge, that they are, on the contrary, promoted by anything that tends to develop the mental faculties, and to open the understanding.” He then adds, how different the spirit of these remarks, from others which he quotes from clergymen, whose views on the subject of education are in accordance with his own.

The expression, “we are actually told, though in the way of extract,” is intended to convey a censure both on the inspector who gives it, and on myself, from whom it was taken; but had our venerable Archdeacon given the whole passage as



it stands in the Report, instead of only a part of it which he has taken, it would, I think, have been difficult to attach the meaning to it which is there implied. The remaining part of the sentence is, "of those who belong to the labouring, the middle, or the upper classes in life, to make them in their respective stations *good citizens and good Christians*." These words are entirely left out; what more can be wished, I really am at a loss to understand.

He further observes: "I find no indications of pastoral experience in the pages of the Reports: one would imagine the inspectors to be in absolute ignorance that there are spread over the face of English parishes a vast *body of labouring men*, whose minds have been disciplined by parental and pastoral care, by providential circumstances, and still more by the grace of God—who have been chastened by trials, and softened by mercies—men of reflection and of self-command, who are alive to consequences, thoughtful, sober, chaste, courteous in manner, and with real Christian gentleness of spirit under a rough exterior—men who have everything which education *need confer upon labouring people*, except the school finish, in which, indeed, they are eminently defective." What is meant here by "the school finish" I do not understand, but apparently nothing very useful.

One cannot but regret to find those high in office in the Church holding the opinion, that such labouring men as are described in the above passage, and '*disciplined by parental care, and softened by mercies*,' should have everything which education need confer on the labouring poor. I cannot bring myself to think that education conducted in this narrow spirit—narrow in giving as little as possible, and narrow in thinking that the labouring classes are not entitled to more instruction than such men are able to give—will ever produce any good moral results on the people, or in any way satisfy the educational wants of the present age.

So far as my own experience goes, the making Scripture a vehicle of every kind of instruction, and allowing little or no opportunity of knowing anything else, has anything but a good moral effect upon the children in a school taken as a whole. Scripture becomes absolutely distasteful to them, and such teaching can in its results in no way be compared with

the good which arises to society from a scriptural education, united with good and useful secular instruction. To speak of such men as "being able to give all that there is need to confer," not only means to give as little as possible, but that the poor are to make no effort on their own part, but to take quietly and willingly what is offered. The economy of this sentence seems to be founded on the idea that the education of the children of the labouring classes is a duty which entirely belongs to others, and not to themselves, and is on this account open to great objection.

The Archdeacon speaks of the schoolmasters being overworked, in having, in addition to their other work, to prepare for the examinations of the Committee of Council. This, of course, only applies to those who are candidates for certificates of merit; but what test could be adopted but that of examination? certainly not that of the recommendation of managers of schools. And this continual examining so much complained of, arises in a great measure from a wish to encourage those of the existing schoolmasters who have any pretensions whatever to being looked upon as qualified for their work; but whether there are many such in the class described in the following extract, which the Archdeacon gives from a published letter of the Rev. E. P. Vaughan, there may be great doubt, although he seems to express himself very strongly in their favour:

"We have, I rejoice to say, a large body of teachers in England, of middle and advanced age, with children of their own, of true Christian principles, attached members of our beloved Church, who know little either of algebra or astronomy—pains-taking people, who love their Bibles, and have been the means, under God, of making many a child love them too. They are quiet, humble people; and if a stranger were to ask them to examine a class, or give a lesson to their school before him, they would not, perhaps, be able to say a word;" and then, describing their mode of teaching, says if you could hear them, "I doubt whether you would think that such persons ought to be turned off and left to starve, that clever lads and sharp young women from our training-schools may take their places." [This turning them off is entirely a matter of discretion with those in whose hands the

management of the school is placed, and, of course, if thought fit for their work, they would not do so.]

“Our teachers should be men and women of prayer: they should come into their schools every morning with freshness and energy; they should not have their minds *worried* by the anxiety of an attempt to reach a standard of education, which every practical person knows it is utterly impossible for them to reach.”\*

Teachers who are *worried* in this way, by attempting to pass the examinations of the inspectors, have not the necessary and fitting qualifications for the office of schoolmaster, and have but a bad foundation to work upon in order to acquire them. The error is, in not dissuading them from such attempts, unless there are reasonable grounds of hope for success; and in general they commence their occupations at a time of life, and after having been engaged in pursuits which give one little or no reason to hope that this is the case. Such teachers, so chastened and subdued by the trials of life, would have little in them with which children are likely to sympathise, and would want that spirit of cheerfulness and energy in a school so essential to its success.

Those who have had any experience in our elementary schools, and have at all inquired into them, will have no difficulty whatever in understanding the kind of masters here described, and the standard of education which would be established for the labouring classes, were such to be the general feeling among the clergy and other managers, as to the qualifications of fitting teachers for our parochial schools. That there are many very praiseworthy and useful individuals among them there can be no doubt,—many perhaps who may become useful teachers,—but as a class of schoolmasters they are altogether inefficient and unfitted, in their present state, for what is wanted to render education efficient in a moral point of view, or useful in a secular one. They are men who have most likely shown some aptness and a taste for Sunday-school teaching, who can quote Scripture with considerable facility, but whose knowledge of anything beyond this is of the most meagre kind. To take up this class of “*labouring men*” as schoolmasters,

\* The Rev. E. P. Vaughan's Letter, as quoted by the Archdeacon.



after "they have been chastened by trials and softened by mercies," is really to take them for this purpose when they have failed in or are unfit for anything else; but as to anything they can communicate being called education, there is little ground for hope.

Moreover, why is the schoolmaster to be this kind of gloomy and subdued character, and never to see anything of the bright and cheerful side of human life? Why is he to be tried in this way as fitting him for his duties? This really is introducing an element by way of qualification which one has not thought of before, and which with many tempers would rather tend to unfit than to fit them for the office; it is introducing a kind of ordeal which even the clergy themselves are not subject to. They are thought to have been sufficiently tried at the age of twenty-three, and the schoolmaster will find quite enough afterwards, in his daily occupations, to subdue his cheerfulness, if he has already too much of it: so that I think there can be no harm in allowing "clever lads and sharp young women" to look on the cheerful side of things before they commence their work of teaching.

Mr. Vaughan, as quoted by the Archdeacon, speaks of the class of teachers he is describing as not knowing astronomy or algebra, and one might infer from that, that they have a sufficient knowledge of the more useful things of a secular kind wanted in the village school; that they can read tolerably well, and understand what they read; understand and can teach the grammar of their own language; can teach arithmetic intelligibly; have some knowledge of geography and of the common things of everyday life. That there are some among them to whom this would apply, I do not deny, and such one would wish to retain; but the greater part of them are in everything of the kind altogether deficient; not only that, but they are so circumstanced as to make it impossible for them to acquire such a knowledge of these subjects as to be able to teach them.

He also adds, "To my mind the standard of education in our teachers, at which the Committee of Council appear to aim, is ludicrous, unjust, and injurious;" and then states that there are many questions set them which even those taking high University honours would be unable to answer.

This may be perfectly true, and yet in no way whatever a

ground of objection as to the nature of the examination to which the candidates are subject; yet, to those who have no experience in such matters, it is made to appear an objection of a most serious kind.

Any one experienced in University or other examinations of a literary or scientific kind, must know that anything like answering all or even the greater part of such questions as are set, is not thought of as a general rule, and it is only creating a wrong impression by holding out such a view of it. Such words as algebra, astronomy, &c., are easily written, and in a statement of this kind they completely mislead; and I have no doubt whatever, that if a candidate shows a reasonable and fair knowledge of the more common but useful and necessary subjects—such a knowledge as is a proof that he will be able to teach them—he would have no reason whatever to complain of want of success, although he knew as little of either astronomy or algebra as the candidates Mr. Vaughan describes.

I have known many schoolmasters who have been examined, some who have succeeded, and some who have failed; I have thoroughly looked into the nature of the examinations and their results, and my opinion is, that so far from what is required being “ludicrous, unjust, and injurious,” I think it the reverse of all the three, and that if the standard of acquirement is lowered by the Committee of Council, they would render themselves liable to the accusation brought against them: by making their examinations unjust towards the public, injurious to the cause of education, and ludicrous from the small amount of knowledge which it required in return for the advantages they are giving.

In the infancy of a system more particularly, individual cases of failure are no argument against its success, when the general results are good, and surely the educational part of the community will prefer as teachers “the clever lads and sharp young women” who are spoken of in such a disparaging way, and who will, I hope, by their good conduct and efficient services, gradually gain the confidence of the public, and become the schoolmasters and schoolmistresses of our parish schools.

The Archdeacon says, "Rumours already reach me, from quarters where there can be no mistake, of schoolmasters who have come up to the standard required, and have been unable to bear their own elevation and the rapid acquisition of knowledge they have received. Deprived of the guidance and sympathy of *their trainers*, and left to their own strength, they have become the dupes of designing men, and have forsaken us, or else made shipwreck of faith. They are neither few, nor mere casual exceptions, whose wisdom and knowledge have thus perverted them from the way of truth."

I really do not know what is meant by "wisdom and knowledge" having perverted them, unless it is "that much learning has made them mad;" but such cases must be exceptions, as I think the generality of minds are not likely to give way under any learning they may get. If the Archdeacon means that some of them have found their way into occupations of a more lucrative and less laborious kind, against this nothing can be said; such instances will be few, but will be looked upon as generally encouraging to those engaged in this laborious profession. They may be regarded as prizes in the lottery of life; such have been generally supposed in all professions, but more particularly in the Church, as offering great encouragement to talent, and maintaining a high standard of acquirement in the profession. On this account such instances may be approved of rather than the contrary.

It is impossible for any one to have paid attention to the subject of elementary education, or looked into the structure of society in this country, and the nature of our parochial system, without seeing that, of all classes, none are placed in that favorable position, or have that power of advancing education, which the clergy of the Established Church have; if they would take it up in that spirit of improvement which the wants of the age require, and on the broad principle of endeavouring to make the rising generation practically good Christians—Christian men and Christian women in every relation of life; not neglecting to instruct those who belong to them in the doctrines of the Church, but at the same time not insisting upon rules and regulations which exclude the children of parents of a different religious persuasion.



Until a very late period, education for the poor and for the working classes, beyond what could be obtained in our Sunday schools,\* was not thought necessary. To collect the children on a Sunday, instruct and teach them to repeat the Catechism, and if possible enable them so far to get over the mechanical difficulties of reading as to be able to read a chapter in the Bible: these were almost necessarily the only results aimed at either by clergy or laity; and at first, when the public began to have more extended views on the subject of elementary education, the clergy generally, and not perhaps unnaturally, all things considered, did not take that view of it which many are of opinion they ought to have done; too many looked upon the day-school, and do now look upon it, as a mere extension of the Sunday-school to other days of the week, and neither teach, nor profess to teach, much more than the Sunday-school did; but the effect, of our Sunday-schools upon the children, and of making a condition that the day scholars should attend on the Sunday, has not been that of bringing them to church after they leave school, and such rules are in their results neither satisfactory to the churchman nor to the dissenter.

It is a general complaint, after the children leave school, that they are not found where they ought to be on a Sunday. Too many of them in our rural parishes are to be seen wandering about the hedgerows, the mind totally unoccupied, or if occupied at all, only bent on mischief; sometimes attending church, sometimes the meeting-house, as whim or caprice may direct them, many of them attending no place of worship whatever; at the age of 14. or 15 totally breaking off from all control of their parents (if they ever were under any), in fact, with little knowledge, either scriptural or secular, with no cultivation of the mind whatever, and without any strong impressions for good to guide them in the duties of life. The education, so called, which they have had has been far too meagre in its kind, and continued over too short a period, con-

\* I am far from denying the good which has arisen from Sunday-schools; they may be good auxiliaries to a day-school, but cannot take the place of it. A feeling for making them the only schools for the education of the operative classes exists, I am told, extensively among the employers in the manufacturing districts; this comes from a sordid spirit, and ought to be looked after.

sidering the home influences it has to counteract, to have had much effect either in christianizing or in civilizing them.

Many very good men, and with the best intentions, object to anything beyond such a system as this, some taking one ground of objection, some another, but all increasing the difficulties, and stopping the progress of education; but the labourer is brought in contact with too many elements of evil to make this a prudent system, or a safe one to be relied on; nor is it such as to give to his mind that moral and religious tone which would enable him to resist the mischief which surrounds him.

Some say, if the labourer is educated he will not work. Now if education were general, and such the result—the land uncultivated, the flocks unattended—we must all starve, and the race becoming daily more and more of a skeleton, would in the end be starved out—no need either of education or of food. However, not to push this too far, if such were its tendency, that the labourer would not work if he were educated, cultivating the land would very soon be better paid than any other class of labour, and this state of things would soon rectify itself. But there need be no fears on this account; man has far too much that is earthy in his composition to make him forget occupations of this kind. One only wishes that he could be made, at intervals, to lift up his thoughts above them.

I cannot think that education would even have a tendency to make the agricultural labourer discontented with his lot. Far from it; it would, I think, make him a happier and a more contented man. It might enlighten him, and bring about a wish, in some instances, of bettering his condition by going to the colonies, for which he would be better fitted than before; but surely this, considering the condition of the agricultural labourer, to be what it is, and what it has been for many years, is a thing to be desired rather than the contrary. But in any general improvement of education, that of the farmer also would be included. At present his system of political economy is—low wages and high poor-rates. He might, perhaps, see some advantage in an order of things tending to the reverse of this—higher wages and lower poor-rates; and that greater physical comforts within the reach of the labourer, would in the end be the best economy.

Some, again, think that education of the labourer has a tendency to invert the order of society, by raising him above his place. That it may enable many children of the labouring classes to rise out of their station, who otherwise would have remained in it, there can be no doubt; and that others in the classes above, who for want of education cannot get a living in the kind of occupation belonging to the classes in which they were born, may be obliged to descend, is equally true: but this is only what has been going on in this country for a long period of time, and is a thing which we make a boast of. And is it not for the interest of all, that the better educated man should rise? he is socially the better man, and is only raised to the pursuit for which he is, of the two, the better fitted. This interchange, which is continually and imperceptibly taking place, is one of the greatest safeguards to our institutions which we have, and enables a country to turn to the best purposes the talent which it possesses.

No one ever imagines—strange if he should!—that the labourers as a class, by being educated, will rise up, and say to the class above them, “You must all come down a peg, and we must go up; the squire must come into our cottage, and we must go into his house.” This is the way in which ignorance only, and not education, reasons and acts. I believe there is no better nor surer method of improving the education of the middle classes, than by introducing a good elementary education among the lower. My own experience here induces me to hold a decided opinion on this point; in this way all will be improved, and, as a general rule, maintain their respective positions in the social scale.

The great safeguard, which maintains a position of stable equilibrium as a whole among the different classes in this country, is that fusion of them, arising from there being no absolute stoppage in the ascending or descending current of society; of those who by their merit and fitness for occupations in an upper station deserve to rise, or of those who, by their demerits and unfitness to get their bread in the pursuits generally followed by the class in which they were born, ought to fall. But stop either the one current or the other—refuse altogether to let either merit or demerit, as a general principle, find its level, and immediately damage will ensue. Those who



rise benefit themselves and society generally; those who fall, perhaps in one sense come down a step of the ladder, but it is only that they may be more useful—do more good to themselves and others.

Some entertain the opinion, that to educate the poor in secular knowledge is to interfere with the arrangements of Divine Providence—that the labouring classes were never intended to know anything but their Bible; and what is still more strange, there are some who entertain the idea that they are not born with the same intellect, not seeing that this might lead to the supposition that we are not all descended from the same Adam. That there are those who entertain such opinions one cannot doubt, but they are rarely avowed; one would be happy to think of them, when they are found, as fossil specimens, now looked upon as types of an extinct species, and the opinion, a sort of fossil-imaginative idea of a bygone thing, once existing, but of which there is now no trace—a *megathion*, which future word-makers will find a name for.

Some of these opinions may be a sort of drag-chain of a useful kind; but others are in no way useful, very inconvenient, and one would wish them extinct.

These and similar objections occurring among the educated classes, may perhaps be attributed to what is called a principle; but in the case of the half-educated employer\* of labour, they are and can be regarded as nothing but the result of downright prejudice; yet it is a prejudice, however, which no argument can overcome, and which is only to be met by the introduction of an efficient system into our parish schools, in which the farmer's children can be educated together with those of the labourer.

There is no doubt a large class of the community who do not approve of this mixture in education; some think it im-

\* The following will give an idea of the age at which the children of the labourer are expected to leave school in our rural districts; among the prizes given by a Labourer's Friends Association in this neighbourhood, are—

To the boy or girl under twelve years of age who has been the longest time at service under the same master or mistress . . . . .	15s.
To the 2d . . . . .	10
To the 3d . . . . .	5

This implies that even under twelve years of age they have been a considerable time at service.

politic, some that all that the poor can want is a little reading and writing; and for these reasons an attempt to form what are called middle schools is made, schools to which the children of the labourer shall not be admitted, but which are confined to those of tradespeople, farmers, &c.

The two classes of schools cannot exist in our rural districts without doing great harm to each other. If the middle-schools, on an exclusive principle, are established, the schools for the poor cannot be supported—the education of the labouring classes cannot improve; it then at once falls into the same charity system which has already been tried, and must in a great measure be dependent on voluntary subscriptions for its support. It would still leave the children of the smaller farmers and tradesmen in the hands of the same class of schoolmasters they have been in before—men who have generally failed in other things, and taken up the trade of schoolmaster because they were fit for nothing else.

This treatment of the poor in the matter of education is a niggard principle, and always implies that you are not educating on the general ground of education being good, but of its being bad, and giving to them as little as possible—withholding all you can. Though few avow these principles, yet many act upon them.

From the experience of the school here, I am persuaded that, under present circumstances, it is almost impossible to keep the children of the labourer at school beyond the age of ten or, at most, eleven; all those who stay beyond that age are the exception and not the rule. It is also very observable here, that in every class of the school, except the highest, in which the children are above the age just mentioned, the children of the employer are much behind those of the labourer, particularly in scriptural instruction—a circumstance resulting from the kind of school the former had previously attended, and the shorter time they had been at this.

This school has now been open seven years—children of all classes in life willing to send them have been admitted—the instruction given has had reference to practical life, and is based on a scriptural foundation—the payments regulated according to the supposed capability of the parents to pay, and in no way according to the things instructed in—children from other parishes

admitted, and many have been sent—the result has been beyond anything which I had anticipated. The amount of payment for the last two years, is upwards of £120 each year for schooling only; and for books upwards of £30 a year. The parents of all classes are equally interested in its success, and the number of children during the last two years and at present upwards of 200. Now what would have been the result of a school solely for the labouring class, even had it succeeded in getting as great a number of children of the labourer, as at present, a thing I much doubt? The utmost amount of payments in both boys' and girls' schools would not have exceeded £35 a year; this for both master and mistress. Where was the rest to come from?—the clergyman's pocket, and a small amount of annual subscriptions, at first, perhaps, given willingly, but gradually becoming less and less, until the whole dwindled into a state of things the most unsatisfactory—clergyman dispirited—master and mistress dissatisfied—school neglected—the children of all those immediately above the labourer not sent, but left to pick up scraps of education by fits and starts, a quarter now and a quarter then, and sent to some one who had taken up the business of schoolmaster in the neighbourhood, without being in any way fitted for it.

I am unwilling to add to these remarks, having some time ago published a pamphlet on the subject of this school.

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The difficulties, when you come to consult individual opinion, are infinite; and the only road to success is, by offering a good system, and working it out well—not in a niggardly and narrow spirit, for that will be found in the end bad economy, but by providing all necessary school apparatus and efficient teachers, and looking forward to the gradual rise of a more correct opinion of the usefulness of our parish schools.

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In the plan of the Committee of Council the pupil-teacher system is now, and may be for years to come, one of its most important and essential parts, and it is attended with great expense; but we may look forward to a state of things when this might be greatly diminished, schools being able to

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Having looked into what others are doing—schools under the National Society, and schools under the British and Foreign—and having seen good and bad schools in both, I think myself wiser for it—wiser in those things connected with the working out of education. In doing this I have been astonished to find how little those connected with the management of one class of schools are acquainted with what is doing in the other; in fact, such have been the jealousies, and such the prejudices on both sides, that if any one—a clergyman in particular—looks into a British and Foreign school, or adopts one of their books, he in some measure loses caste, and at all events scarcely ventures to speak of it. How far the contrary holds good I am not able to say; but certainly strong prejudices exist on that side also. Now, whence all this uncharitable and suspicious feeling; this complete barrier to any mutual improvement from the experience of each other! This I cannot explain; but such feelings have no charity in them; they do not belong to Christianity, they do not belong to civilization, but are in fact something of barbarism, in what is properly looked upon as one of the most civilized nations of the world.



Looking at all the difficulties with which the question is surrounded, to theorize\* about new plans, or throw obstacles in the way of the present one, is, as far as they go, to stifle education altogether; and the plain dictates of common sense point out that the wisest course for all parties wishing to promote the cause of elementary education is, to try and to carry out as effectively as possible the plan of the Committee of Council.

Nor am I induced to say this, merely because we find it in operation, but in consequence of its own intrinsic merits, and from the good which it is capable of producing.

To me, as a practical educator, the plan appears characterised by good judgment in most of its details, and to have been the result of much toil and considerable experience; that the several ways in which it offers encouragement and aid to voluntary efforts are most judicious; and it must be recollected that no other plan was feasible than that of aiding voluntary efforts, and allowing certain classes and certain bodies to go their own way about it.

The establishing of training institutions for teachers; encouraging the masters and schoolmistresses by certificates of merit and augmentation of salary for those who deserve it after examination, thus directing the country how to find those best qualified for their work; the system of pupil teachers, giving an efficiency to the teaching in the lower classes of the schools, which could be had in no other way, and at the same time a most promising source of future teachers; the way in which aid is offered to all who can reasonably expect it,—these are the advantages which it holds out, and under a system of efficient inspection we may expect them to be realized. Surely under such circumstances we are not quietly to look on and do nothing, or try and obstruct because it is not, according to our notions, theoretically perfect.

The scheme, as a whole, is even in advance of what the best friends of education a few years ago expected. The country owes much to the projectors of it and to the Government,

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The efforts which are now being made, more particularly by the clergy, are great, and it only requires that they should be well directed in order to produce great national good; but if men will not look out, and see what the real wants of society are, which they are endeavouring to supply—if they will not see that the world is actually moving on (I do not mean that the earth turns round or is progressive in its orbit)—that things do not stand still—that what might have done very well, and done a great deal of good, a century ago, will not do now—they must expect to find that a great deal of money and a great deal of time have been spent in producing little good; that schools have been built, but the people have not been educated; that expectations have been raised, which have only ended in disappointment, and may give rise, perhaps, to changes which are not foreseen, and to schemes of education much less in accordance with the opinions of the Church than the present plan.

I should be very sorry if, in calling attention to some of the things urged in these remarks, I were thought to be stirring up questions already at rest, and in some measure vexing the Church, by bringing forward suggestions about which there may be difference of opinion among its members.

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Besides, the question of prudence, as to bringing forward matters interesting to the public, is one of degree, and there is a point when it becomes imprudence not to do so. The suggestions given, seem to me to contain the elements of much national good, and it is better to try to advance them by acting on the best judgment one has been able to form, rather than be deterred from doing so, by objections of a speculative and conjectural kind.

It is much to be desired that the Letter of Mr. Herbert should be published; it is written with a strong feeling in favour of the Church, and in that gentlemanly spirit which must command respect: he conceives that the Chapters cannot be maintained "in their present anomalous condition, and that the Church must decide whether or not they are worth retaining; if they are to be retained they must be made defensible, that is, efficient."

These remarks, written with an intention of doing good, may, I hope, be useful for the purposes they are intended to promote; if so, I shall feel gratified in having written them—if not, and a different fate awaits them—if breakers are ahead, icebergs too, in the sea of public opinion, likely to crush this little bark, ere it is fairly afloat—I shall not regret having cast it upon the waters, although I might have been better satisfied with a different result.

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politic, some that all that the poor can want is a little reading and writing; and for these reasons an attempt to form what are called middle schools is made, schools to which the children of the labourer shall not be admitted, but which are confined to those of tradespeople, farmers, &c.

The two classes of schools cannot exist in our rural districts without doing great harm to each other. If the middle-schools, on an exclusive principle, are established, the schools for the poor cannot be supported—the education of the labouring classes cannot improve; it then at once falls into the same charity system which has already been tried, and must in a great measure be dependent on voluntary subscriptions for its support. It would still leave the children of the smaller farmers and tradesmen in the hands of the same class of schoolmasters they have been in before—men who have generally failed in other things, and taken up the trade of schoolmaster because they were fit for nothing else.

This treatment of the poor in the matter of education is a niggard principle, and always implies that you are not educating on the general ground of education being good, but of its being bad, and giving to them as little as possible—withholding all you can. Though few avow these principles, yet many act upon them.

From the experience of the school here, I am persuaded that, under present circumstances, it is almost impossible to keep the children of the labourer at school beyond the age of ten or, at most, eleven; all those who stay beyond that age are the exception and not the rule. It is also very observable here, that in every class of the school, except the highest, in which the children are above the age just mentioned, the children of the employer are much behind those of the labourer, particularly in scriptural instruction—a circumstance resulting from the kind of school the former had previously attended, and the shorter time they had been at this.

This school has now been open seven years—children of all classes in life willing to send them have been admitted—the instruction given has had reference to practical life, and is based on a scriptural foundation—the payments regulated according to the supposed capability of the parents to pay, and in no way according to the things instructed in—children from other parishes

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## POSTSCRIPT.

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SINCE the foregoing remarks were written, I have been in communication with the Rev. C. Fanshawe, Rector of All Saints, Southampton, on a plan which he has been meditating upon for some time and is now taking steps to carry into execution. The intention is to remedy what is found to be a very great want in the education of the female poor—a want which is the origin of idle and bad habits, at a period of life when they are most susceptible of good ones, and as a means of lessening which, in our town populations, Mr. Fanshawe's proposal promises well.

It is found by experience that most of the girls leave our National and similar schools before the age of 14, their parents then thinking them old enough to get their bread—that they are too big to be at school—are unwilling, and perhaps unable, to support them at home, without some productive labour.

Now, at this age, when too young for service, and totally inexperienced in household work, they many of them linger on at home, trying, as they term it, for a place, and always appearing to entertain a hope of finding one—"delusive hope still points to distant good." Some are fortunate enough to succeed, and get into the service of those who take an interest in them—teach them, or are willing to have them taught, in their houses; others get into places for which, from their youth, they are unfit, and are soon sent home as such; and then there is a remainder, and they are many, who try on, and stay at home until they have lost all the good habits they had formed at school, and in their places have acquired bad ones; the little education they had, is lost—the parents are, as it were, tired out—home becomes an unhappy one, and bad results follow.

Many girls so situated at this age, of good dispositions and good intentions, who might, by a little longer continuance of an industrial education, have been happy and useful members of society, are, from a want of it, to be found, as Mr. Fanshawe



says, "either in situations for which they are totally incompetent, where they have no prospect of becoming useful servants, or idling at home, exposed too frequently to evil influence and such scenes of temptation as prove fatal to their happiness."

The plan which he proposes is at first to rent a house, and fit it up as an industrial school, for occupations connected with domestic service. It is then intended to admit, under a well-educated and experienced matron and servant, a certain number of girls, on leaving the National schools; the primary object being to continue the educational care of those young persons who had already, from their earliest years, been receiving instruction, and with whose characters those managing the school were already in some measure acquainted; to endeavour to prove, beyond a theory, that a good practical education, under proper guides, and properly looked after, would lead to good results, and that the greater part of such girls thus educated would turn out respectable and happy members of society. The groundwork and principle of it to be of a self-supporting character; the parents to pay such a weekly sum for their children as may reasonably be expected from them, the advantages being considered; and the girls to contribute their own labour, in washing and needlework, towards their maintenance. Many parents would cheerfully and gladly support their children, in part, for a time, in order to fit them better for service, but could not wholly do so.

The character of the education to be given is teaching things by which they are to get their bread; the day to be occupied in such occupations, and evening classes formed for religious and general instruction. Mr. Fanshawe says, it seems to me that a couple of hours, say from six to eight o'clock in the evening, would be sufficient for such instruction, and that after the more active occupations of the day, the girls would look forward with pleasure to the quiet enjoyment of reading, writing, ciphering, &c.

In all this, carried out with discretion, there must be the elements of much and extensive good, and an example well worked out, as there is every reason to suppose this would be, would not be one of mere local interest, but might suggest in other parts of the country attempts of the same kind. It is much to be hoped Mr. Fanshawe will be well supported in carrying out

so useful an object, and that after being tried in a hired house, it may meet with such success, that funds may not be wanting for building one, and giving to it a more permanent character.

Although considerable funds will be wanted to commence with, yet there is every probability that such an institution, when once fairly started, will, with what the parents themselves are able to pay, attain a self-paying character; if a building were once secured, there would be little doubt of its doing so; servants so trained would be sought after, and be worth better wages on leaving the school than they now get, when first going out to place. Even placing it on this lowest principle, and much more on the ground of a sound moral and religious training, it would recommend itself to all reflecting parents in this class of life, who would be anxious to give to their daughters the advantages which such an institution offers, even were it at the expense, for a time, of some personal indulgences which they have been able to allow themselves: any little sacrifice of this kind, nay, even a great one, may be a source of future happiness both to parent and child, greater than either of them may be at the time aware of.



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